

8-1-2014

# Improving Instruction: Metaliteracy through Crowdsourcing in the Classroom

Chris Gibson

*Purdue University*, [gibson42@purdue.edu](mailto:gibson42@purdue.edu)

Ilana R. Stonebraker

*Purdue University*, [stonebraker@purdue.edu](mailto:stonebraker@purdue.edu)

Follow this and additional works at: [http://docs.lib.purdue.edu/lib\\_fspres](http://docs.lib.purdue.edu/lib_fspres)



Part of the [Information Literacy Commons](#)

---

## Recommended Citation

Gibson, Chris and Stonebraker, Ilana R., "Improving Instruction: Metaliteracy through Crowdsourcing in the Classroom" (2014).  
*Libraries Faculty and Staff Presentations*. Paper 78.  
[http://docs.lib.purdue.edu/lib\\_fspres/78](http://docs.lib.purdue.edu/lib_fspres/78)

This document has been made available through Purdue e-Pubs, a service of the Purdue University Libraries. Please contact [epubs@purdue.edu](mailto:epubs@purdue.edu) for additional information.

# **Improving Instruction Metaliteracy Through Crowdsourcing in the Classroom**

A Presentation by  
Ilana Stonebraker  
Chris Gibson  
August 1, 2014

# Today's Learning Objectives

- Explore
  - How Crowdsourcing Reflects Metaliteracy
  - How Metaliteracy Informs Crowdsourcing

“Metaliteracy expands the scope of traditional information skills (determine, access, locate, understand, produce, and use information) to include the **collaborative production and sharing of information in participatory digital environments** (collaborate, participate, produce, and share)” (p. 1)

# Metaliteracy Learning Objectives

- Goal 3: Share information and collaborate in a variety of participatory environments
- Goal 4: Demonstrate ability to connect learning and research strategies with lifelong learning processes and personal, academic, and professional goals

Crowdsourcing is an “online distributed problem-solving and production model that leverages the collective intelligence of online communities to serve specific organizational goals.”

# What's going on?

A shift in how media travels across the culture.

**Distribution** as we have traditionally understood it in the era of mass media where **content flows in patterns regulated by decisions made by major corporations** who control what we see, when we see it and under what conditions.

**Circulation**, a hybrid system, still shaped top-down by corporate players, but also bottom-up by **networks of everyday people**, who are seeking to move media that is meaningful to them across their social networks, and will take media where they want it when they want it through means both legal and illegal.



# Summary

As the student landscape changes, so must education. Participatory culture and technology has created a new dimension to education. Crowdsourcing is a way to utilize the resources available to educators and students. This talk will focus on how changes in education methods with the ability to create success in the classroom and office.



# The Smartest People I Know

- My Grandfather
- My Parents













# History of Media

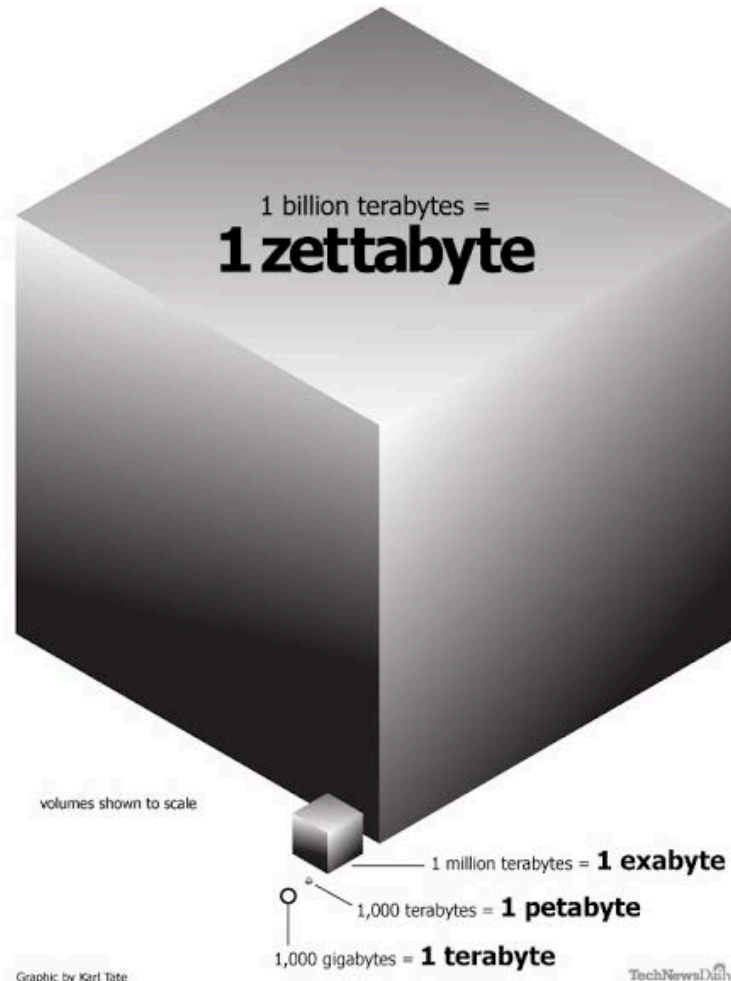
- Distributive
  - Written Word
  - Library at Alexandria
  - World Book
- Circulation
  - Internet
- What's Next?

# Problems With Education

- Outdated
- Educators Themselves
- Students Ourselves
  - Already Participating Elsewhere

# 1,000,000,000,000,000,000,000,000

Zetta Exa Peta Tera Giga Mega Kilo Hecto



# Problems With Education

- Outdated
- Educators Themselves
- Students Ourselves



The shift towards a **circulation-based** model for media access is **disrupting** and **transforming**

- “Rather, their untouchable quality has to do with the contexts within which we are introduced to these texts and the stained glass attitudes that too often surround them.”



## AUTHORITY

Who is the author or creator?

What are the author's qualifications and credentials for writing about this subject?

How reputable is the publisher?

Are there organization affiliations? And are they reputable?

Does the information provide references or sources for data or quotations?

- Often difficult to determine authorship of Web sources
- Search engines may retrieve pages out of context making it difficult to know where you are
- If author's name is listed, his/her qualifications are frequently absent
- Publisher responsibility often not indicated or easily found

## ACCURACY

Where does the information come from?

How reliable and free from error is the information? How do you know?

Were there editors and fact checkers?

Is the information supported by evidence?

Has the information been reviewed or refereed?

Can you verify the information in another source or from personal knowledge?

Is the content primarily opinion? Or is it balanced with multiple points of view?

Does the language or tone seem unbiased and free of emotion?

- Anyone can publish on the Web
- Web resources may not be verified by editors or checked for accuracy
- No standards yet developed
- Web pages move. If you quote this source, will it be available later?
- Web pages are susceptible to accidental and deliberate alteration

# How We Can Fix it

- Educate the Educators
- Add Technology to the Classroom
- Change the Focus
- Acknowledge the Changing Power Dynamics of Information

# Crowdsourcing

- Use Other People to Help Find Information
- Combining of Resources

# How This Works

- Answer Systems
- Working Together
- Letting go of the Untouchable Quality of the Scholarly and the Academic

# Real Life, Professional Impacts

- Never Work Alone
  - Not always working in formal environment
- Create New Professional Interactions in Classroom
- Questions Social Hegemony
- Less Person to Person, More Person to Information

# CrowdAsk

- Crowdsourced Answer System for Purdue
- Students Ask and Answer Each Other's Questions
- Intertwines Learning and Educating



## Recent questions and answers in MGMT 175



0  
votes

1  
answer

2  
views

**Are there any databases not business concentrations?**

answered 1 day ago in MGMT 175 by [MaryDugan](#) (810 points)

+1  
vote

1  
answer

4  
views

**should we put citations on our powerpoint?**

answered 1 day ago in MGMT 175 Summer Section 1 by [MaryDugan](#) (810 points)

0  
votes

2  
answers

11  
views

**When is the final Presentation due ?**

answered 2 days ago in MGMT 175 Summer Section 1 by [Matthew S Wible](#) (140 points)

final-project

+1  
vote

3  
answers

25  
views

**Is the instructor bringing coffee to every class?**

answered Jul 23 in MGMT 175 Summer Section 1 by [MaryDugan](#) (810 points)

+1  
vote

1  
answer

7  
views

**How to get extra credits?**

answered Jul 17 in MGMT 175 Summer Section 1 by [Ilana Barnes](#) (2,860 points)

*Ask a Librarian*



If you have a question, comment or suggestion about your experience on CrowdAsk, we'd like to hear from you.

**Give us your feedback.**

### Recent Questions

Last Hour

Last Day

Last Week

Last Month

# Does the online library website have I place I can go to learn how to cite in the mla citation format?



Ask a Librarian

111 views



citation

asked Jan 29 in MGMT175 Spring Section 1 by **cafowler** (240 points)  
retagged Mar 19 by **Ilana Barnes**

edit flag close answers close votes hide Answer



If you have a question, comment or suggestion about your experience on CrowdAsk, we'd like to hear from you.

Give us your feedback.

## Recent Questions

Last Hour

Last Day

Last Week

Last Month

## All categories

Archives and Special

Collections (41)

MGMT 175 (103)

MGMT175 Spring

Section 1 (39)

## 4 Answers



To add onto what other people have already said, inside some of the Purdue databases there is a tool that automatically makes citations for the information you want to reference. You go to the top tool bar of the database page and select any format you want. There are over ten choices including MLA, APA, etc.

answered Jan 30 by **Morgan T Marshall** (860 points)  
selected Feb 28 by **Morgan T Marshall**

edit flag hide ask related question comment

# What Now?

- Allow Students to Educate Teachers
- Learning is not a One-Way Street
- Utilize all Tools Available, Including Students

# Why Students?

- Versed With Participatory Culture and Technology
- Learning is Easier at a Younger Age

# In The Future

Crowdsourcing Could Replace Single User,  
Learner

What Does a Circulation Classroom Look Like?  
How is it Different From a Classroom Based on  
the Distribution Model?

- Education, student, media changing
  - Distribution vs. Circulation Model
  - High v. Low Academic Participatory Culture
- Crowdsourcing Reflects Metaliteracy
- Metaliteracy Informs Crowdsourcing

# Conclusion

- Crowdsourcing Benefits Metaliteracy
- Metaliteracy Benefits Crowdsourcing
- Combination Benefits Students



Thank you!  
Questions?



# Image Credits

- <http://henryjenkins.org/2006/07/can one be a fan of high art.html#sthash.wzOwwa8e.7RM7Pcz7.dpuf>
- <http://indiamond6.ulib.iupui.edu/cdm/fullbrowser/collection/IUPUIphotos/id/6149/rv/singleitem>
- [http://incitemag.files.wordpress.com/2010/10/large\\_lecture.jpg](http://incitemag.files.wordpress.com/2010/10/large_lecture.jpg)
- [http://www.kshs.org/kansapedia/graphics/one\\_room\\_school\\_house.jpg](http://www.kshs.org/kansapedia/graphics/one_room_school_house.jpg)
- <http://www.summeroflove.org/images/altman/how.do.sm.jpeg>
- [http://www.housing.wisc.edu/media/photos/tlc\\_imacs2.jpg](http://www.housing.wisc.edu/media/photos/tlc_imacs2.jpg)
- <http://www.fcps.edu/SunriseValleyES/tech/AllenLaptopsClass1.JPG>
- <https://www.flickr.com/photos/shadows44/2899146693/in/photolist-9x7YM-5qbTiP-6v9qou-7hzVzt-ecDTJ9-hNPqvR-7xDRkt-6SVLqU-36c9Ss-2qcWRq-2k2DAk-4PNy4j-f5znFM-4PNxK7-4Pji1X-HZobr-5SrT8B-3AXJ3Z-YEg2o-85FpbS-desc6m-7MFAH-bviuTp-dA9fPg-66huNZ-2NGm6A-fGEqGQ-c12P7L-PvbMo-grouAj-Kbko1-8MjasH-52RshH-dVqp4X-aCtUm8-8Mjd4D-6ew98c-A6pFn-5ZjeK3-aTmoz4-4vAgep-2F1Jcq-hobayK-4T8Cja-aSoeiF-55mGnG-mEisj-3c27hQ-cp4xWA-fjQQn4/>
- <http://www.otis.edu/library/craap-detection-criteria-evaluating-information>
- <https://sites.lib.purdue.edu/crowdask/index.php?qa=questions&sort=hot>
- [https://sites.lib.purdue.edu/crowdask/index.php?qa=68&qa\\_1=does-online-library-website-place-learn-cite-citation-format](https://sites.lib.purdue.edu/crowdask/index.php?qa=68&qa_1=does-online-library-website-place-learn-cite-citation-format)

# Sources

- Brabham, D. C. (). *Crowdsourcing*. : MIT Press.
- CRAAP Detection: Criteria for Evaluating Information. (n.d.). *Otis College of Art and Design*. Retrieved July 31, 2014, from <http://www.otis.edu/library/craap-detection-criteria-evaluating-information>
- Flaherty, C. (2013, June 17). Data suggest baby boomer faculty are putting off retirement. *Data suggest baby boomer faculty are putting off retirement*. Retrieved July 30, 2014, from <http://www.insidehighered.com/news/2013/06/17/data-suggest-baby-boomer-faculty-are-putting-retirement#sthash.WhxzCajj.dpbs>
- Kepple, T. (2012, May 28). Gray-haired college faculty should make room for the next generation. *PennLive.com*. Retrieved July 30, 2014, from [http://www.pennlive.com/editorials/index.ssf/2012/05/gray-haired\\_faculty\\_should\\_mak.htm](http://www.pennlive.com/editorials/index.ssf/2012/05/gray-haired_faculty_should_mak.htm)
- In 2013 the amount of data generated worldwide will reach four zettabytes. (n.d.). *VSAT Global Series Blog*. Retrieved July 30, 2014, from <http://vsatglobalseriesblog.wordpress.com/2013/06/21/in-2013-the-amount-of-data-generated-worldwide-will-reach-four-zettabytes>
- Jenkins, H. (2006, July 26). Can One Be A Fan of High Art?. *Confessions of an AcaFan*. Retrieved July 30, 2014, from [http://henryjenkins.org/2006/07/can\\_one\\_be\\_a\\_fan\\_of\\_high\\_art.html#sthash.wzOwwa8e.7RM7Pcz7.dpuf](http://henryjenkins.org/2006/07/can_one_be_a_fan_of_high_art.html#sthash.wzOwwa8e.7RM7Pcz7.dpuf)
- Mackey, T. P., & Jacobson, T. (2014). *Metaliteracy: reinventing information literacy to empower learners*. London: Facet Publishing.
- Megabytes, Gigabytes, Terabytes... What Are They?. (n.d.). *Megabytes, Gigabytes, Terabytes*. Retrieved July 30, 2014, from <http://www.whatsabyte.com>
- Table 2.Average and median age of public school teachers and percentage distribution of teachers, by age category, sex, and state: 2011–12. (n.d.). *Table 2.Average and median age of public school teachers and percentage distribution of teachers, by age category, sex, and state: 2011–12*. Retrieved July 30, 2014, from [http://nces.ed.gov/surveys/sass/tables/sass1112\\_2013314\\_t1s\\_002.asp](http://nces.ed.gov/surveys/sass/tables/sass1112_2013314_t1s_002.asp)